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AUTHOR McFadden, Ronald
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ABSTRACT

Flow charts, tables, and lists are used to illustrate a program evaluation model to be used in evaluating compensatory studies in higher education. Student progress is followed along an identification/selection/admission chart, incorporating program goals and student need measurement. Measures of individual and collective student progress are included, as are means of improving standardized tests. The Developmental Studies Program at the University of Georgia is used as an example. Student characteristics and performance in specific courses and exams are given. Entry and exit scores are also included. (MSE)

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PROGRAM EVALUATION AND EDUCATIONAL RESEARCH IN DEVELOPMENTAL STUDIES "A SYSTEMS MODEL"

Ronald McFadden, Ph.D.
Assistant Director, Special Studies Division
University of Georgia
Athens, Georgia

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ABSTRACT

Developmental Studies programs have become both the object and the vanguard of the move to achieve accountability in education. Programs designed to serve the so called "High Risk" students are constantly under pressure to demonstrate economical cost-effectiveness, as well as, better than average retention and academic performance by students enrolled in those programs. The intent of this paper is to introduce a system's model that is generic enough to be utilized by any Developmental Program in its efforts to measure progress, achieve immediate feedback to improve and alter the myriad of intervention, vehicles and to provide data for the accountability grist mills. The general focus of the model will be to outline a model program, as well as; instruction objectives and detail the methods of measurement.

The initial task of the evaluation model will be to plot the movement of the student-client along the student identification - Selection - Admissions flow chart to demonstrate the interrelationships between the resulting needs assessment and the Program's mission statement and associated goals and objectives. This section of the model attempts to suggest optimum diagnostic needs assessment approaches.

The model includes measures of individual student and collective performance along with measures of central tendency on standardized Basic Skills examinations. It also purports to correlate student performance on standardized examinations with individual course objectives. An example of this relationship will be presented.

The model provides an example of a systems program utilized for any standardized test analysis which provides all the data necessary for understanding and improving a test. The six programs included in the test analysis provide the following: scores and measures of central tendency, score distribution, frequency distribution, item correlations, homogeneity analysis and item difficulty index.

The model details procedures for crosstabulating biographical information on students with measures of academic performance. Family

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income, educational background, sibling position, college motivation and other pertinent bio data are crosstabulated with grade point average, amount of tutorial assistance and time spent in developmental course work.

The model introduces the commonly utilized student-client perception analyses, of instruction, counseling, tutoring and general program profile.

The model describes the administration, utilization and subsequent strategies that emanate from non-instructional measures as surveys of study habits, proclivity to learning styles, vocational developmental process.

On-going research efforts designed to enhance the Program's ability to provide services, diagnose need, aid in course placement and support the validity and/or reliability of standardized instruments are introduced in the model. A regression analysis formula is suggested to be utilized in selecting students in programs where resources and educational opportunities are scarce; and there is a need to define the population across a set of common variables. Longitudinal course completion data crosstabulated with admission characteristics are also provided to help determine course placement where homogenous sequential course contents are involved.

Finally, the model introduces an instructional management system, which is in the development stages at the University of Georgia. It provides for a test file that can be utilized by instructors, and objective file, a resource file and student report system.

The primary purpose of the model is to offer general parameters for program evaluation in a manner that each program can select and tailor its evaluation to suit that particular institution.

Program evaluation within the context of educational accountability has become an integral part of Developmental Studies Programs over the last two decades. Programs designed to serve the so-called (high risk) or (non-traditional) students are constantly under pressure to demonstrate economical cost effectiveness, better than average student retention, and superior academic performance by students enrolled in these programs. Much of the impetus towards achieving institutionalization of evaluation within Developmental Studies Programs can be attributed to the highly successful federally funded programs for disadvantaged students. The intent of this paper is to present a system's model that is generic enough to be utilized by any Developmental Program in its efforts to measure progress, achieve immediate feedback for the purpose of improving and altering interventions strategies, and to provide data for the accountability grist mills. The Model is presented with the general recognition that several of the statistical treatments utilized herein are commonplace with many Developmental Studies Programs. It is also recognized that a relative measure of cynicism exists among persons involved in Developmental Studies Programs evaluations with respect to the validity and utility of the data gathered. A secondary purpose of the paper is to shed light on the contention that program evaluation can be utilized to improve program services.

Before detailing the program evaluation model, a review of the student-clients movement through the Developmental Studies Program is in order. An ideal model student selection admissions schematic is presented here for the purpose of illustrating the relationship between the student flow through the program and program evaluation. In the ideal model we observe that there are at least three different opportunities for program evaluation that deals directly with admissions procedures. In the ideal model students are referred to the Developmental Studies Program by an office other than their own. Although admissions offices invariably provide scholastic aptitude test scores, high school grade point average, and high school rankings for Developmental Studies Programs prior to admission, they are not nearly as valuable data information tools as those pieces of information listed in the ideal model in the selection process. It is suggested here that questionnaires designed to measure motivation, personal interview, letters of recommendation from instructors familiar with student verbal skills, basic skills examinations in the critical areas and writing samples be utilized at the point of initial admission.

An examination of the student program flow chart within the ideal model provides the opportunity to examine several other areas of program evaluations. Analysis of student performance in basic skills courses, as manifested by the pre and post test differentials, correlation between student performances in basic skills courses, attendance in the learning lab, correlations between student performance in basic skills courses and the amount of counseling contact, and grades in courses that are directly sequential to the basic skills courses; are

all statistical treatments that can be observed and measured directly within the ideal model.

Schematics of both the ideal model instructional services and the ideal model counseling services are provided here as a means for examining other opportunities for engaging in program research. The effectiveness of classroom instruction is measured both by student performance, course grade analysis and by perception analysis of teacher effectiveness. Deleniation of instructional vehicle as outlined in the instructional flow chart and compartmentilizing of counseling support services provides researchers and practitioners with the opportunity to ascertain the extent to which strategies are effective in achieving the Program's goal.

Program evaluation begins with a standardized management information system. The data needed to be placed into the system runs the gamut from social security number to father's occupation to the type of financial aid secured at the university, to tutorial contact for each individual student, to the part of the university or college the student transfers to and even who influenced the student's attendance at the institution. A listing of the suggested data elements is included in this model management information system. The model suggested here would require nearly 800 field spaces of computer collected time. The most practical and efficient method of handling the data collected would be to utilize a computer terminal with interactive retrival capability. This would eliminate, to a large extent, the use of cards required for the batch method of analysis. For those institutions with computer terminals this would only require an investment of about $1,000 and $1,500 for a terminal, interface hard copy printout and cathode ray tube screen. Once the information to be recorded in the management information system has been identified, any number of statistical programs can be written utilizing either Mark IV language, Fortran or JCL language. The latter being an IBM language that is the simplest and easiest to manipulate.

The following statistical tables were taken from the quarterly reports compiled at the University of Georgia's Special Studies Program. They are presented here in an attempt to suggest an ideal model. It recognizes again that many of the statistical treatments are relatively simple and can be done without the benefit of sophisticated programming.

Enrollment data is commonplace and should be provided with racial connotations as well as sexual breakdowns. The most effective student enrollment data should make correlations between past years percentages in each category as well as comparisons with the general population.

Analysis of admissions characteristics are beneficial in that they provide an opportunity to review trends in S.A.T. verbal and quantitative scores, high school grade point averages and predicted grade

point averages. Again, the most effective analysis of admissions characteristics would be to compare them against the local institution, national and state norms.

Table 3 provides us with the opportunity to examine student performance while in the Developmental Studies Program at The University of Georgia. It identifies cumulative hours, grade point average, the average number of quarters that a student spent in each of the three areas of development, reading, english, and math. In addition, it identifies the mean placement scores for the average student in each of those following courses.

Table 4 provides an examination of developmental students performance while in the Special Studies Program at The University of Georgia. It indicates the pre-test and post-test average score with their corresponding ranges, it provides the mean score difference and the distribution of grades for each of the course areas, it shows the mean score for the entire population in each course area, it indicates the number of students enrolled in each area, the number and percentage of students successfully completing the course, the average S.A.T. score along with the average high school grade point average. This analysis is utilized to measure subject area effectiveness, to provide projections for future enrollments within each course area; and it also gives us an idea of the average S.A.T. and high school grade point average necessary to successfully complete the course. In addition, it is one measure of teacher and unit effectiveness.

Table 5 is an analysis of the statewide Basic Skills Examination administered in the state of Georgia. It indicates the number of students exempting the course by virtue of the Basic Skills Examination by quarter and subject, the number of students enrolled in each area by subject and quarter, the number of students successfully completing the course associated with the corresponding Basic Skills Examination score, and the pre and post mean and average gain or loss. This particular analysis has been utilized by Special Studies staff at The University of Georgia. As a consequence of this data, reading and english instructors have altered their instructional strategies for students who are enrolled in the Program for two or more quarters. One measure of Special Studies Program effectiveness at The University of Georgia is the rate of success achieved by Special Studies students in courses that are sequential to the Special Studies course preparation.

Table 6 shows how students perform in those outside courses. A more functional analysis would be to make some comparison between the success rate of Special Studies in these specific courses and regularly admitted freshman. This research analysis has prompted our staff to review and revamp our english, math, and reading courses. This data serves as a stimulas toward setting program success (exit) goals.

To what extent are grade point average and S.A.T. scores predictors of academic success? Table 7-A through 7-F is an effort to make correlations between grade point average and S.A.T. scores an academic success. The data from these tables crosstabulating high school grade point average, S.A.T. scores with the ability to either exempt or successfully complete each of the reading, english, and math courses within one, two, or three quarters. These crosstabulations, depicting a measure of association between the aforementioned variables; is derived by subjecting the data to the chi square goodness of fit test of statistical significance.

The sub-program crosstabulation along with several other joint frequency statistical programs are outlined in the McGraw Hill Statistical Package For The Social Sciences. Crosstabulations provide an excellent opportunity to speculate about the probabilities of success for future students based on the performance data of past students.

Retention data is generated for each quarter to determine the staying power of developmental studies students. No table is presented here since the data is very simple and readily understood. It is merely a recounting of enrollment figures students who have withdrawn, students who were dismissed, those who have returned; and the mean grade point average for those returning students.

Developmental Studies programs are constantly with the responsibility for administering standardized examinations. The model presented here suggest that there are at least several different statistical treatments that any standardized test can be subjected to; in order to provide more information about the examination and as a means for furthering an instructor's ability to alleviate student weaknesses. This analysis allows the instructor to see where students are strong and how well they compare with a group of regularly admitted freshman. The six other analyses are derived from an Analith Program developed at The University of Georgia. They are:

Score Distribution

All the scores of the students are plotted on a graph to show the frequency of each score attained from highest score to lowest score.

Point Biserials

This analysis produces correlation coefficients of each item to each subtest and to the total test. The corrected point biserials are produced by omitting an item correlation with itself.

Test-Test Correlations

These coefficients are measures of the degree of intra-test correlation between subtests and the total test.

Homogeniety Analysis

This program produces a cronback alpha index (RTT) which shows a coefficient of the degree to which all items analyzed measure a common factor.

Item Response And Frequency

This program produces the total number and percentage of each possible response for each subtest and standard score Z.

Difficulty

The last program produces a graph of each item in the total test with the frequency distribution for that item plus a measure of difficulty.

Perceptional Analyses

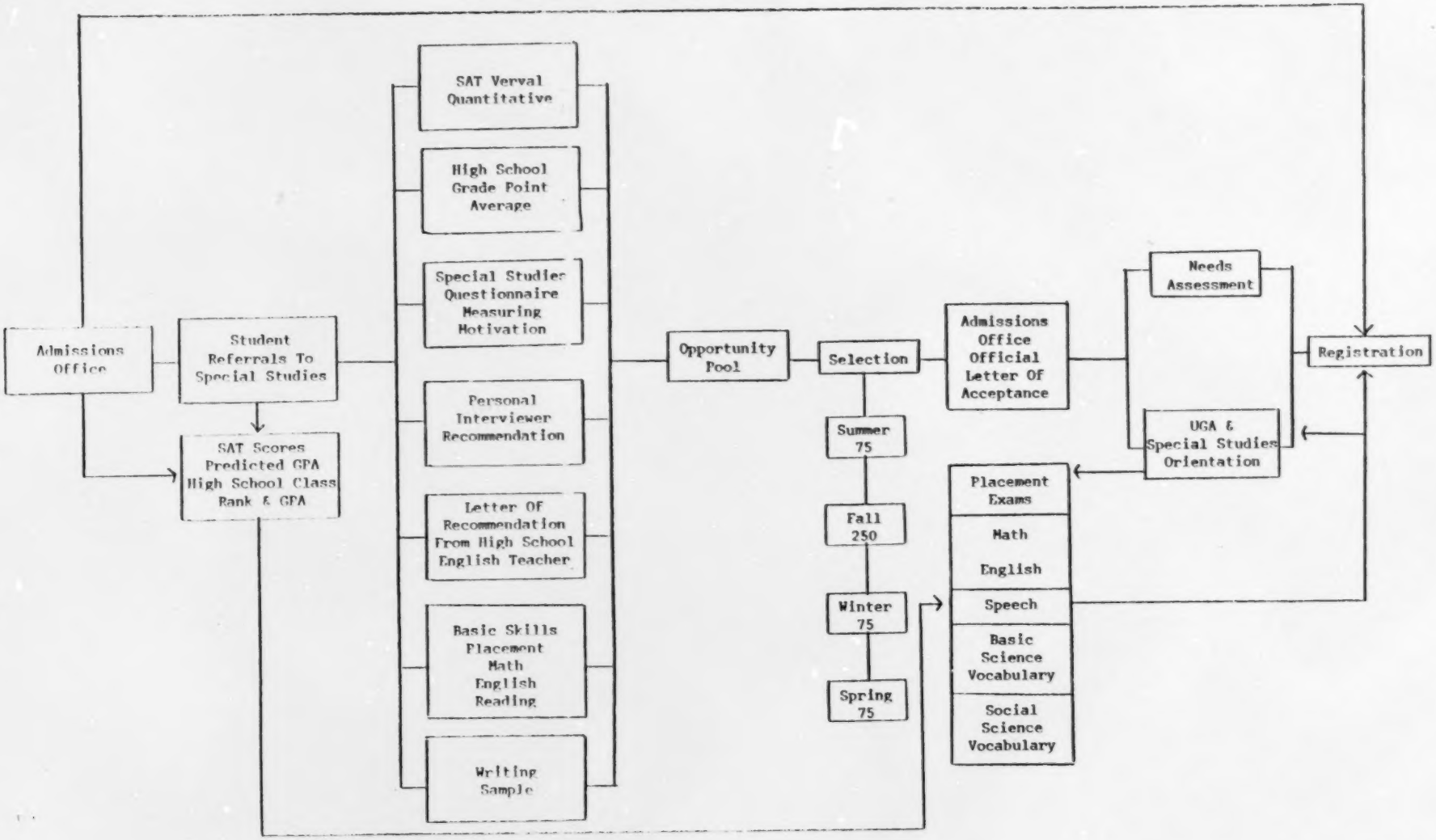
In addition to examining raw data on performance through grade examination, we measure student-client perceptions of the extent to which program objectives were met. Students are asked to rate specific program objectives on a six point likert scale.

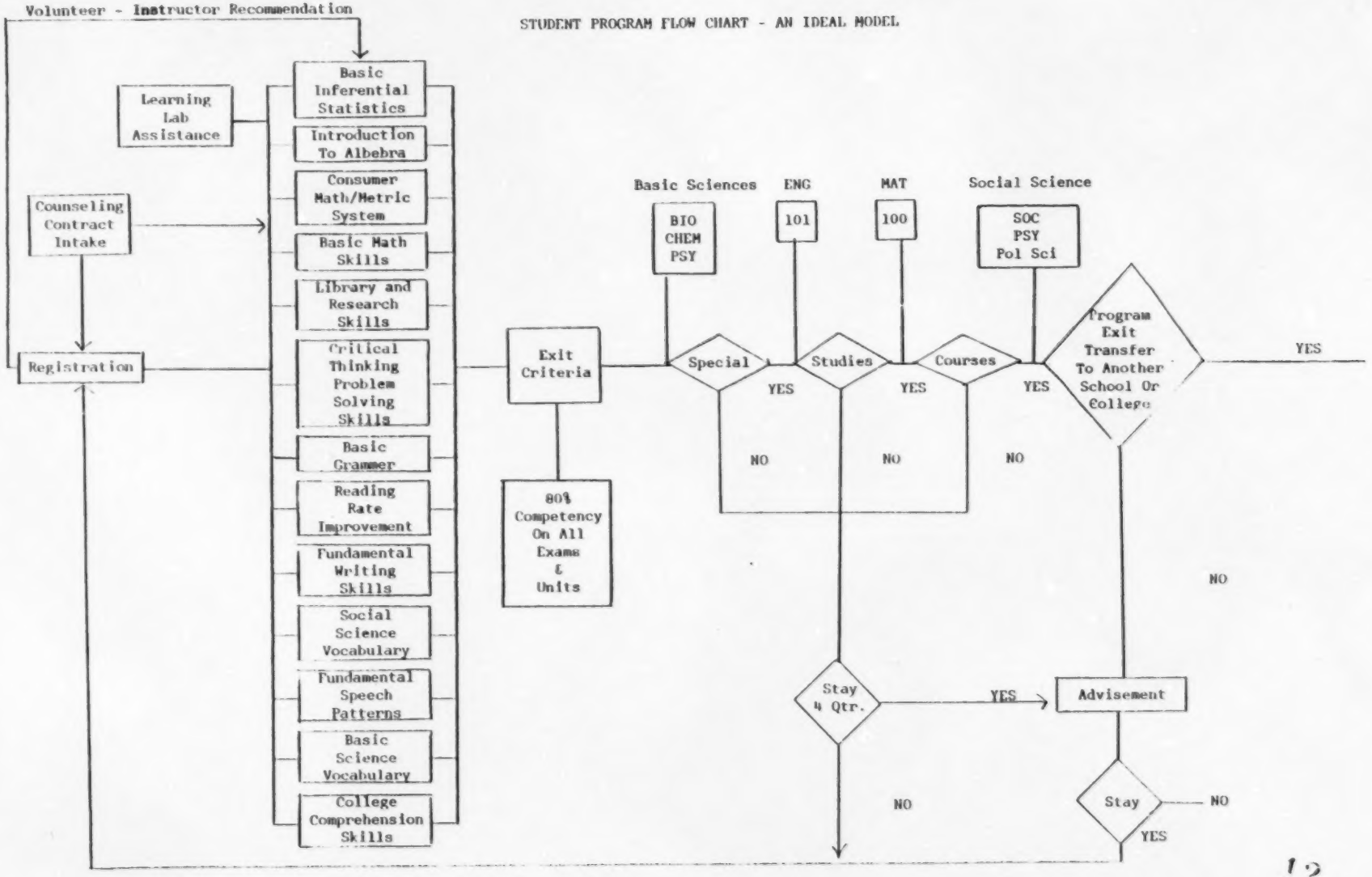
1. Students rate program objectives.
2. Students rate instructors.
3. Students rate course matter effectiveness.
4. Students rate counseling.
5. Students rate tutoring.

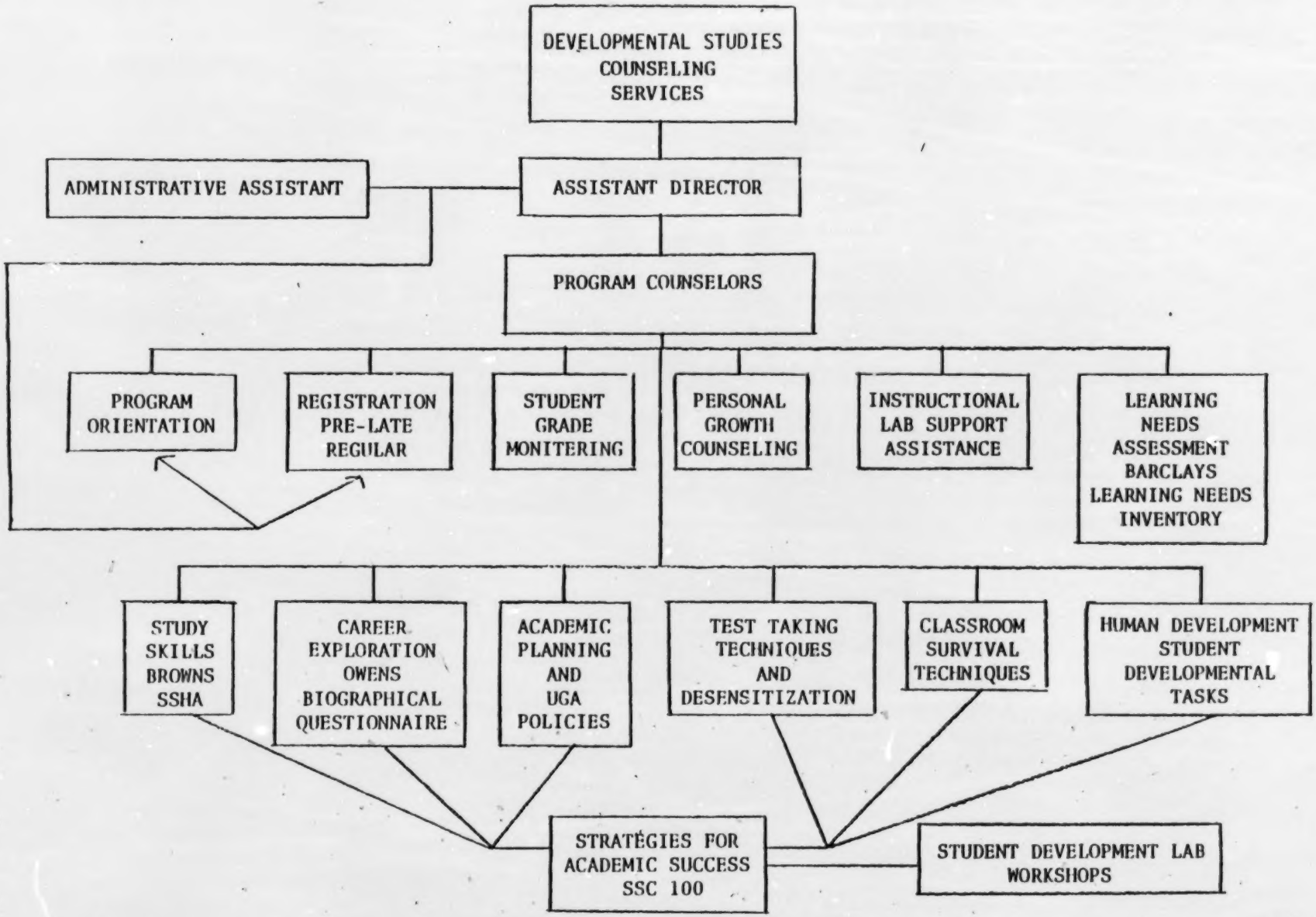
A number of other statistical treatments as well as data reporting techniques are utilized in the ideal model proposed but not presented here. They include tutorial contact by student correlated with course grades, and tutorial contact correlated with pre-post mean gain or loss on the Basic Skills Exam. Perhaps the most utilitarian of the statistical treatments is the multiple regression formula. By utilizing grade point average for former students as the independent variable, a whole series of dependent admissions and performance (academic, biographic, and counseling) data can be examined to determine those factors having the most significant effect on student performance.

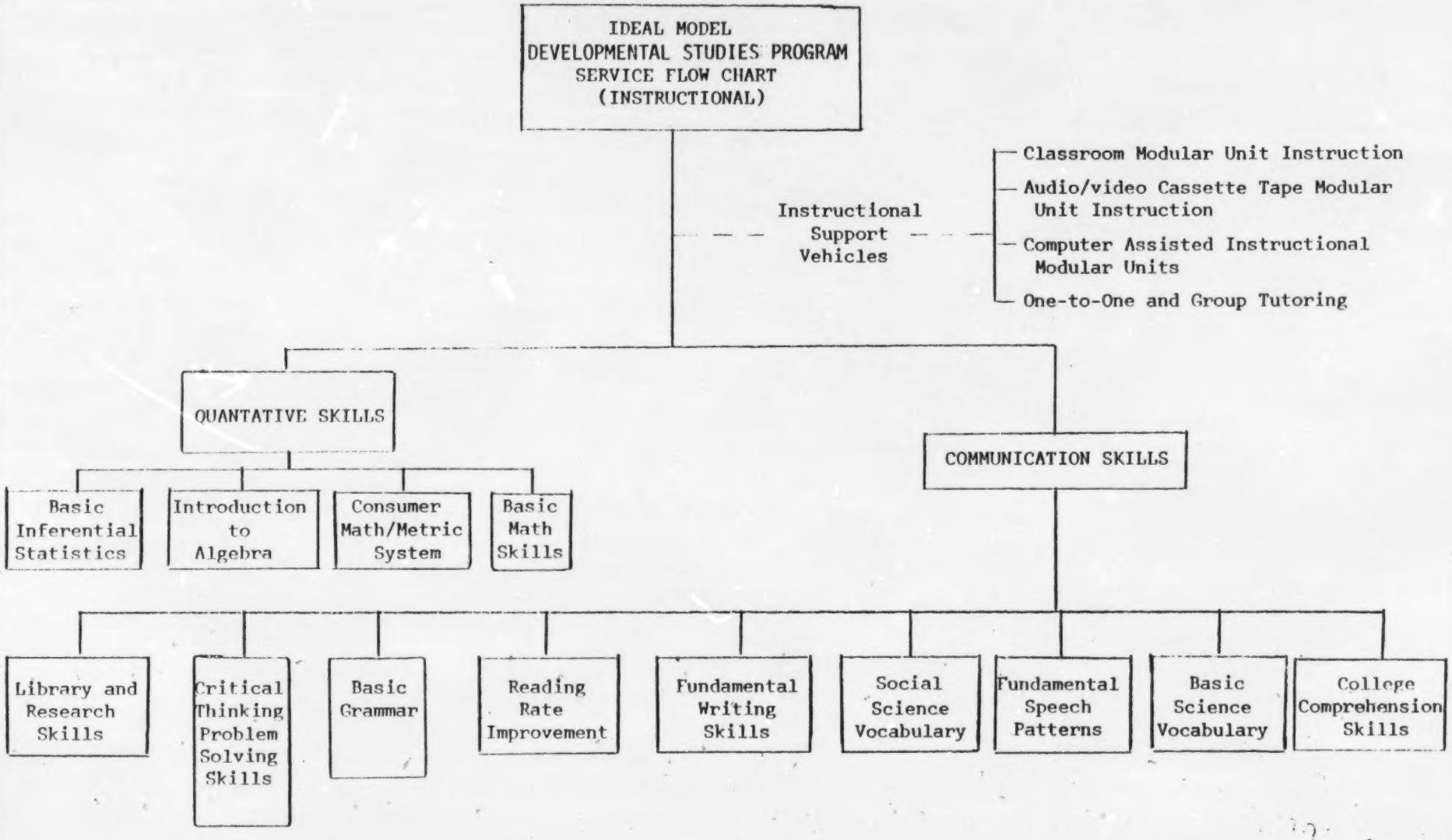
It should be concluded that despite research efforts to catalogue and measure all the variables, motivation or drive is a characteristic that remains outside statistical manipulation.

STUDENT SELECTION - ADMISSION FLOW CHART - AN IDEAL MODEL




Volunteer - Instructor Recommendation
STUDENT PROGRAM FLOW CHART - AN IDEAL MODEL
Learning Lab Assistance
Counseling Contract Intake
Registration
Basic Inferential Statistics
Introduction To Albebra
Consumer Math/Metric System
Basic Math Skills
Library and Research Skills
Critical Thinking Problem Solving Skills
Basic Grammer
Reading Rate Improvement
Fundamental Writing Skills
Social Science Vocabulary
Fundamental Speech Patterns
Basic Science Vocabulary
College Comprehension Skills
Exit Criteria
80% Competency On All Exams & Units
Basic Sciences
BIO CHEM PSY
ENG
101
MAT
100
Social Science
SOC PSY Pol Sci
Special
Studies
Courses
Program Exit Transfer To Another School Or College
YES
NO
Stay 4 Qtr.
Advisement
Stay
11
12


DEVELOPMENTAL STUDIES COUNSELING SERVICES
ADMINISTRATIVE ASSISTANT
ASSISTANT DIRECTOR
PROGRAM COUNSELORS
PROGRAM ORIENTATION
REGISTRATION PRE-LATE REGULAR
STUDENT GRADE MONITERING
PERSONAL GROWTH COUNSELING
INSTRUCTIONAL LAB SUPPORT ASSISTANCE
LEARNING NEEDS ASSESSMENT BARCLAYS LEARNING NEEDS INVENTORY
STUDY SKILLS BROWNS SSHA
CAREER EXPLORATION OWENS BIOGRAPHICAL QUESTIONNAIRE
ACADEMIC PLANNING AND UGA POLICIES
TEST TAKING TECHNIQUES AND DESENSITIZATION
CLASSROOM SURVIVAL TECHNIQUES
HUMAN DEVELOPMENT STUDENT DEVELOPMENTAL TASKS
STRATEGIES FOR ACADEMIC SUCCESS SSC 100
STUDENT DEVELOPMENT LAB WORKSHOPS


IDEAL MODEL
DEVELOPMENTAL STUDIES PROGRAM
SERVICE FLOW CHART
(INSTRUCTIONAL)
Instructional Support Vehicles
Classroom Modular Unit Instruction
Audio/video Cassette Tape Modular Unit Instruction
Computer Assisted Instructional Modular Units
One-to-One and Group Tutoring
QUANTATIVE SKILLS
COMMUNICATION SKILLS
Basic Inferential Statistics
Introduction to Algebra
Consumer Math/Metric System
Basic Math Skills
Library and Research Skills
Critical Thinking Problem Solving Skills
Basic Grammar
Reading Rate Improvement
Fundamental Writing Skills
Social Science Vocabulary
Fundamental Speech Patterns
Basic Science Vocabulary
College Comprehension Skills

SPECIAL STUDIES
MANAGEMENT INFORMATION
DATA INPUT SYSTEM

DATA ITEM

Name
Social Security Number
Sex
Race
Birthdate
Marital Status
Number of Children
Physical Handicap
Local Address
Zip Code
Local Phone
State Code
County Code
Residential Code
Vetrans Code
Military Dependency
Parents' Address
Father's Education
Mother's Education
Father's Occupation
Mother's Occupation
Family Income
Number of Brothers
Number of Sisters
Position in Family
Parents Alumni
Brother/Sister Alumni
Family Residence Size
Foreign Language

PREVIOUS EDUCATIONAL BACKGROUND

Year of High School Graduation
High School Ethnic Mix
High School Code
Name of Last School
Spanish Achievement
English Achievement
Math Achievement
Language CDI = French
Language Score Science
Language CD2 = German
Language Score Science II
High School G.P.A.
S.A.T. Verbal
S.A.T. Math
S.A.T. - Total
Predicted G.P.A.

UNIVERSITY OF GEORGIA ADMISSIONS

Application Type
Matriculation Date
UGA School Code
Intended Major
Degree Objective
Financial Aid
Type of Aid

SPECIAL STUDIES PROGRAM

SSR Grade 1-3
SSE Grade 1-3
SSM Grade 1-3
B.S.E. Reading - Pre
B.S.E. Reading 1-4
B.S.E English - Pre
B.S.E. English 1-4
B.S.E. Math - Pre
B.S.E. Math 1-4
Reading Absence
English Absence
Math Absence
Counseling Contact - Summer thru Spring
Counseling Class Attendance
Counselor's Name

BROWN SURVEY OF STUDY SKILLS, HABITS AND ATTITUDES

D.A. Delay Avoidance
T.A. Teacher Approval
E.A. Educational Acceptance

STUDENT DEVELOPMENTAL TASK INVENTORY

Autonomy
Interpersonal
Personal
Tutorial Contact 1-8
Reading Lab 1-4
English Lab 1-4
Math Lab 1-4

PROGRAM EXTENSION

Transfer to Art and Science
Transfer to College of Education
Transfer to College of Business
Transfer to School of Home Economics

PROGRAM EXTENSION Con't

Transfer to School of Environmental Design
Transfer to College of Agriculture
Transfer to School of Social Work
Transfer to School of Journalism

Transfer to School of Pharmacy
Transfer to Another University or College
Withdrew - Personal Reasons
Withdrew - Entered Military
Withdrew - Health Reasons
Withdrew - Insufficient Financial Aid
Dismissed for Academic Reasons

STUDENT ACTIVITIES

Varsity Athletics
Intramurals
Religious Group
Marching Band
Glee Club
Chorus
Fraternity/Sorority
Hours Working

INFLUENCED DECISION TO ATTEND COLLEGE

Parent's
Brother or Sister
Friend or Acquaintance
School Counselor or Teacher
Self Motivated

U.G.A. ACADEMIC RECORD

Quarter (16)
Quarter Attempted
Quarter Hours Earned
Quarter G.P.A.
Cum Hours Attempted
Cum Hours Earned
Cum G.P.A.

REQUIREMENTS

Federal Constitution
Georgia Constitution
Georgia History
Physical Education
Rising Junior

SPECIFIC COURSE PERFORMANCE

English 100
English 101
English 102
Math 100
Math 101
Soc. 105
Psychology 101
Political Science 101
History 251
History 252
EEX 102

TABLE # 2

ADMISSIONS CHARACTERISTICS
1976-77, 1977-78, 1978-79

	1976-77			1977-78			1978-79		
	BLACK	WHITE	TOTAL	BLACK	WHITE	TOTAL	BLACK	WHITE	TOTAL
S.A.T. V	283	354	344	284	356	343	312	359	349
S.A.T. Q	364	392	381	360	395	382	320	409	392
S.A.T. Total	647	746	725	644	751	725	632	768	741
H.S. GPA	2.32	2.34	2.28	2.30	2.41	2.35	2.56	2.56	2.56
Pred. GPA	1.34	1.60	1.57	1.65	1.95	1.85	1.97	2.72	2.57

	NATIONAL MEAN				UGA MEAN			
	1976	1977	1978		1976	1977	1978	
S.A.T.V.	431	429	429		481	486	492	
S.A.T.Q.	472	470	468		518	527	530	
S.A.T.T.	903	899	897		999	1,013	1,022	

SPECIAL STUDIES DIVISION
PROGRAM EVALUATION
QUARTERLY REPORT TABLES

This report herein contains analyses of Special Studies Student admission, academic performance and biographical characteristics. It includes data for the Program Year 1976-77, 1977-78, and the Fall of 1978. This represents the initial report and will hereinafter be followed by quarterly reports containing cumulative summaries.

1. Enrollment by sex, race, total.

2. Admissions Characteristics - H.S. T.P.A., S.A.T., Predicted G.P.A., Placement Test (B.S.E.)

3. Academic Performance - Credit Hour Courses.

4. Academic Performance - Special Studies Composite

5. Performance on Standarized Exams - B.S.E.

6. Academic Performance in Specific Core Curriculum Courses.

7A-F. Special Studies Course Exit Rate Crosstabulated with Admissions Characteristics (H.S. G.P.A., S.A.T.)

8. Transfer, Retention, Withdrawal, Dismissal.

9. Special Studies Athletes Compound With Entire Population

10A-C. Item Analysis of Basic Skills Exam by Subject.

11. Tutorial Student Contact.

12. Regents Remediation Student Contact.

13. Student Survey Report of Program.

14. Student Evaluation of Tutorial Services

15. Student Evaluation of Counseling

16. Student Evaluation of Counseling Course

17. Student Evaluation of Math Instruction

18. Student Evaluation of English Instruction

19. Student Evaluation of Reading Instruction

20A-K. Student Biographical Profile.

TABLE #4

SPECIAL STUDIES STUDENTS
PERFORMANCE IN
SPECIAL STUDIES COURSES 1978-79

	Pre Test	Range	Post Test	Range	Mean Gain	Grades A	B	C	D	F	I	Mean Grade	Total #	# Exits	% Exit	SAT	HSA
Summer 1978																	
Reading	63.35	55-68	66.50	57-80	+ 3.14	16	27	12	5	0	0	2.90	60	30	50%	348	2.55
English	64.67	57.73	70.67	55-83	+ 6.01	8	41	5	7	6	1	2.57	68	49	72%	349	2.55
Math	67.43	54-81	73.64	56-97	+ 6.22	2	12	7	10	2	0	2.06	33	14	42%	336	2.51
Fall 1978																	
Reading	62.47	47-69	65.70	42-88	+ 3.23	62	74	16	9	5	3	3.08	170	89	53%	332.7	2.58
English	64.30	46-76	70.53	55-84	+ 6.23	17	92	84	5	5	1	2.55	207	100	48%	348.8	2.52
Math	66.73	46-78	73.04	52-97	+ 6.31	23	42	42	13	4	0	2.54	125	20	16%	344.6	2.44

TABLE #5

Basic Skills Exam Analysis
1977-78

READING	FALL	WINTER	SPRING	UGA ESTABLISHED MEAN
Number of Exemptions	32	5	0	
Number of Students	223	135	52	N = 224
Number of Exits	90 (40%)	65 (48%)	43 (60%)	
Pre-Test	63.46	61.65	62.81	69.90
Post-Test Mean	64.60	65.33	62.26	*
Mean Gain	+ 1.14	+ 3.68	-.55	
ENGLISH	FALL	WINTER	SPRING	
Number of Exemptions	27	4	0	
Number of Students	227	135	36	N = 224
Number of Exits	97	88 (65%)	34 (70%)	
Pre-Test	62.27	64.24	66.84	69.90
Post-Test Mean	66.27	70.61	66.25	*
Mean Gain	+4.00	+6.37	-.59	
MATH	FALL	WINTER	SPRING	
Number of Exemptions	110	11	1	
Number of Students	143	82	47	N = 150
Number of Exits	64 (45%)	24 (29%)	29 (52%)	
Pre-Test	66.44	66.93	68.79	80.50
Post-Test Mean	70.46	71.97	72.41	*
Mean Gain	+4.02	+5.04	+3.65	

* B.S.E. Administered Fall 1977 to UGA Freshman

TABLE # 6
SPECIAL STUDIES STUDENTS
PERFORMANCE IN CORE
CURRICULUM COURSES
1976-77, 1977-78

GRADES COURSE & YEAR	A GRADES 76	A GRADES 77	B GRADES 76	B GRADES 77	C GRADES 76	C GRADES 77	D GRADES 76	D GRADES 77	F GRADES 76	F GRADES 77	W GRADES 76	W GRADES 77	INCOMPLETE 76	INCOMPLETE 77	A, B, or C GRADES 76 #	A, B, or C GRADES 76 PERCT	A, B, or C GRADES 77 #	A, B, or C GRADES 77 PERCT	TOTAL 76	TOTAL 77
English 101	4	7	16	49	37	154	15	101	10	5	-	26	-	2	57	69	210	53	82	396
English 102	3	5	15	38	20	70	3	22	-	9	-	9	-	1	38	92	113	73	41	154
Math 100	13	25	20	33	21	75	6	73	6	16		23	4	6	54	59	133	43	91	306
Psy. 101	2	8	10	54	32	165	9	60	2	16	2	21	2	6	44	75	227	68	59	330
Soc. 105	-	6	-	24	-	94	-	53	-	38	-	31	-	6	-	-	124	48	48	252
Pol. Sci. 101	-	6	-	31	-	76	-	32	-	15	-	7	-	2	-	-	113	67	67	169

TABLE #7B

SPECIAL STUDIES STUDENTS
EXIT FROM ENGLISH CROSSTABULATED
WITH HIGH SCHOOL GRADE POINT AVERAGE
1977-78

HIGH SCHOOL G.P.A.	EXEMPT COURSE	1 QUARTER	2 QUARTERS	3 QUARTERS	4 QUARTERS	ACADEMIC DISMISSAL	NO EXIT WITHDRAWN	TOTAL
1.0 - 1.49	0	3	4	3	0	2	0	12
1.5 - 1.99	4	21	9	6	0	3	1	44
2.0 - 2.49	21	38	39	12	1	1	15	127
2.5 - 2.99	4	19	32	6	2	2	1	67
3.0 - 3.49	1	13	4	0	0	0	2	19
3.5 - 3.99	1	3	0	1	0	0	0	5
TOTAL	31	97	88	28	3	8	19	274

TABLE # 7E

SPECIAL STUDIES STUDENTS
EXIT FROM ENGLISH CROSSTABULATED
WITH S. A. T. VERBAL SCORES
1977-78

S.A.T. VERBAL	EXEMPT COURSE	1 QUARTER	2 QUARTERS	3 QUARTERS	4 QUARTERS	ACADEMIC DISMISSAL	NO EXIT WITHDRAWN	TOTAL
200 - 260	1	2	5	7	2	5	3	25
261 - 320	2	18	19	10	1	1	4	55
321 - 380	8	41	41	6	0	1	9	106
381 - 440	10	25	17	4	0	1	2	59
441 - 500	9	9	5	1	0	0	1	25
501 - 560	1	2	1	0	0	0	0	4
TOTAL	31	97	88	28	3	8	19	274

Table # 10B

SPECIAL STUDIES ENGLISH BASIC SKILLS
EXAM ANALYSIS BY CORRECT QUESTION
AND QUARTER
1977-78

	UGA Frosh		Pre Fall 77		Fall Post 77		Fall Post 77		Fall Post 77		Winter 78		Spring 78	
	Form #1		Form #1		Form #1		Form #2		Form #3		Form #3		Form #1	
	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per
Q1	106	47.3	88	38.4	14	45.2	81	91.0	27	40.9	56	35.2	20	30.3
Q2	64	28.6	62	27.1	6	19.4	25	28.1	18	27.3	33	20.8	20	30.3
Q3	67	29.9	52	22.7	8	25.8	8	9.0	*7	10.6	*18	11.3	7	10.6
Q4	76	31.3	70	30.6	4	12.9	28	31.5	17	25.8	26	16.4	5	7.6
Q5	71	31.7	60	26.2	7	22.6	24	27.0	14	21.2	72	45.3	22	33.3
Q6	153	68.3	153	66.8	25	80.6	74	83.1	14	21.2	48	31.2	40	60.6
Q7	88	39.3	63	27.5	7	22.6	23	25.8	49	74.2	127	79.9	6	9.1
Q8	*211	94.2	*186	81.2	*29	93.5	20	22.5	39	59.1	109	68.6	*56	84.8
Q9	111	49.6	64	27.9	9	29.0	19	21.3	9	13.6	31	19.5	20	30.3
Q10	124	55.4	69	30.1	10	32.3	53	59.6	55	83.3	130	81.8	24	36.4
Q11	32	14.3	49	21.4	13	41.9	19	21.3	60	90.9	141	88.7	15	22.7
Q12	93	41.5	71	31.0	10	32.3	64	71.9	40	60.6	101	63.5	19	28.8
Q13	157	70.1	101	44.1	10	32.3	53	59.6	12	18.2	76	47.8	23	34.8
Q14	97	43.3	75	32.8	13	41.9	35	39.3	21	31.8	68	42.8	37	56.1
Q15	170	75.9	157	68.6	24	77.4	33	37.1	16	24.2	36	22.6	55	83.3
Q16	143	63.8	102	44.5	14	45.2	37	41.6	51	77.3	120	75.5	30	45.5
Q17	56	25.0	28	12.2	5	16.1	25	28.1	14	21.2	26	16.4	15	22.7
Q18	83	37.1	81	35.4	17	54.8	*46	51.7	17	25.0	42	26.4	37	56.1
Q19	120	53.6	107	46.7	11	35.5	25	28.1	40	60.6	110	69.2	23	34.8
Q20	122	54.5	80	34.9	12	38.7	35	39.3	17	25.8	66	41.5	29	43.9
Q21	93	41.5	88	38.4	11	35.5	81	91.0	46	69.7	120	75.5	31	47.0
Q22	120	53.6	107	46.7	16	51.6	40	44.9	29	43.9	62	39.0	24	36.4
Q23	100	44.6	63	27.5	14	45.2	18	20.2	28	42.4	68	42.8	28	42.4
Q24	151	67.4	89	38.9	13	41.9	61	68.5	35	53.0	94	59.1	38	56.6
Q25	* 51	22.8	* 99	43.2	* 6	19.4	58	65.2	45	68.2	89	56.0	* 8	12.1
Q26	96	42.9	79	34.5	14	45.2	30	33.7	20	30.3	60	37.7	30	45.5
Q27	111	49.6	83	36.2	12	38.7	38	42.7	49	74.2	125	78.6	22	33.3